General Education Review Committee
Agenda

12:30-1:30
April 20, 2012
ADM 204

I. Call to Order

Roll
( ) Vacant UAB/COH Social Sciences
( ) Utpal Dutta UAB/SOE
( ) Kevin Keating UAB/Library
( ) Kathryn Hollis-Buchanan UAB
( ) Vacant UAB
( ) Suzanne Forster CAS Humanities
( ) Len Smiley CAS Quantitative Skills
( ) Marcia Stratton CAS Oral Communication
( ) Walter Olivares CAS Fine Arts
( ) Robert Capuozzo COE
( ) Sandra Pence CTC/COH/Chair
( ) Kyle Hampton CBPP Social Sciences
( ) Deborah Fox Mat-Su Written Communication
( ) Hilary Davies UAB Ex officio/UAB Chair
( ) Bart Quimby UAB Ex officio/OAA
( ) Vacant Student

II. Approval of Agenda (pg. 1)

III. Approval of Summary (pg. 2)

IV. Report from Interim Vice Provost for Curriculum and Assessment Bart Quimby

V. Chair’s Report – Sandra Pence

VI. Course Action Requests
Chg PHIL A305 Professional Ethics (1-3 cr)(1-3+0)(pg. 3-9)

VII. Old Business
A. General Education Assessment (pg. 10)

VIII. New Business
A. Review of GER Templates

IX. Informational Items and Adjournment
General Education Review Committee
Summary

12:30-1:30
April 13, 2012
ADM 204

I. Call to Order

Roll
( ) Vacant UAB/COH Social Sciences
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( ) Bart Quimby UAB Ex officio/OAA
( ) Vacant Student

II. Approval of Agenda (pg. 1)
Approved

III. Approval of Summary (pg. 2-3)
Approved

IV. Report from Interim Vice Provost for Curriculum and Assessment Bart Quimby

V. Chair’s Report – Sandra Pence
Sandra brought cookies to the board as a thank you for all of their hard work this semester
GERC By-laws were approved by Faculty Senate and are now being voted on by all faculty
Senator’s main objection to the assessment process is the creation more administrative positions

VI. Course Action Requests
Chg CIS A376 Management Information Systems (3 cr)(3+0)(pg. 4-9)
Unanimously approved

Chg CHEM A441 Principles of Biochemistry I (3 cr)(3+0)(pg. 10-16)
Unanimously approved

VII. Old Business
A. General Education Assessment (pg. 17-18)
Sandy suggested focusing on the task force and using a faculty fellow since faculty senators showed opposition to developing a new administrative unit
Sandy will revise the language, based on today’s meeting, and bring it back to the board

VIII. New Business
A. Review of GER Templates

IX. Informational Items and Adjournment
1a. School or College
AS CAS

1b. Division
AHUM Division of Humanities

1c. Department
PHIL

2. Course Prefix
PHIL

3. Course Number
A305

4. Previous Course Prefix & Number
PHIL A405

5a. Credits/CEUs
1-3

5b. Contact Hours
(Lecture + Lab)
(1-3+0)

6. Complete Course Title
Professional Ethics

Abbreviated Title for Transcript (30 character)

7. Type of Course
☐ Academic ☐ Preparatory/Development ☐ Non-credit ☐ CEU ☐ Professional Development

8. Type of Action:
☐ Add ☑ Change ☐ Delete

If a change, mark appropriate boxes:
☐ Prefix ☑ Course Number
☐ Credits ☑ Contact Hours
☐ Title ☑ Repeat Status
☐ Gradning Basis ☑ Cross-Listed/Stacked
☐ Course Description ☑ Course Prerequisites
☐ Test Score Prerequisites ☑ Co-requisites
☐ Other Restrictions ☑ Registration Restrictions
☐ Class ☑ Level
☐ College ☑ Major
☐ Other (please specify)

9. Repeat Status No
☐ # of Repeats ☑ Max Credits

10. Grading Basis
☐ A-F ☑ P/NP ☐ NG

11. Implementation Date
semester/year
From: 8/2012 To: 9999/9999

12. ☐ Cross Listed with
☐ Stacked with
Cross-Listed Coordination Signature

13a. Impacted Courses or Programs: List any programs or college requirements that require this course.

13b. Coordination Email
Date: 2/1/2012
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison
Date: 1/17/2012

14. General Education Requirement
Mark appropriate box:
☐ Oral Communication ☐ Written Communication ☐ Quantitative Skills ☐ Humanities
☐ Fine Arts ☐ Social Sciences ☐ Natural Sciences ☐ Integrative Capstone

15. Course Description (suggested length 20 to 50 words)
This course will focus on the duties that professionals have towards their clients and society, and examine the dilemmas that are created when these duties come in conflict with one another and with the duties of general morality. We will use case studies highlighting issues in engineering, information technology, law, medicine, journalism and other professions. Special Note: Students registering for 1 credit must attend the first third of the semester. Students registering for 2 credits must attend the first two thirds of the course.

16a. Course Prerequisite(s) (list prefix and number)
ENGL A111 with a minimum grade of C.

16b. Test Score(s)
16c. Co-requisite(s) (concurrent enrollment required)

16d. Other Restriction(s)
☐ College ☐ Major ☐ Class ☐ Level

16e. Registration Restriction(s) (non-codable)

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action
Brings course level in line with other course content and other courses in ethics. Provides course content and delivery suitable for engineering students in particular that helps address accreditation requirements for ethics in the curriculum. This course will be added as a program requirement for the BA and BS in Computer Science. An ethics course is recommended by ABET Inc., the recognized accreditor for university programs in applied science, computing, engineering, and technology. An ABET review team stated that ethics material is necessary for accreditation of the BS program in Computer Science. This course is typically taught nationwide in computer science programs to prepare students for professional situations that requires ethical decision-making. The School of Engineering also wants to make this course a requirement in order to meet ABET accreditation requirements for ethics in the curriculum.
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<td>Applied Ethics certificate</td>
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<td>Philosophy Bachelor of Arts</td>
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<td>Geomatics Bachelor of Science</td>
<td>requirement</td>
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<td>School of Engineering Bachelor of Science</td>
<td>courtesy coordination</td>
<td>Aug. 2011-Feb. 2012</td>
<td>Jeffrey Miller, Sun-il Kim</td>
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COURSE CONTENT GUIDE

I. Revision Date
   Date of course revision: January 17, 2012

II. Course Information
   A. College: College of Arts and Sciences
   B. Course Subject: Philosophy
   C. Course Number: PHIL A305
   D. 1-3 credits/3 lecture hours per week
   E. Course Program: CAS Bachelor of Arts in Philosophy
   F. Course Title: Professional Ethics
   G. Grading Basis: A-F
   H. Course Description: Focuses on the duties of professionals towards their clients and society, and examine the dilemmas that are created when these duties come in conflict with one another and with the duties of general morality. Uses case studies highlighting issues in engineering, information technology, law, medicine, journalism and other professions. Special Note: Students registering for 1 credit must attend the first one third of the course. Students registering for 2 credits must attend the first two thirds of the course.
   I. Prerequisites: ENGL A111 with a minimum grade of C.
   J. Registration Restriction: none
   K. Course Fee: No.

III. Instructional Goals and Student Outcomes
   Instructional Goals. The instructor will:
   • Provide instruction in and historical background to central ethical theories.
   • Provide meaningful connections between ethical theories and various professions.
   • Provide techniques and methodologies for critical thinking about ethical dilemmas.

   Student Outcomes. Students will both orally and in writing:
   • Articulate the nature and historical development of the professions and how the professional-client relationship gives rise to asymmetry
• Explain the duties that professionals have towards their clients and society and why they have such duties
• Identify conflicts of interest and conflicts of obligation and understand how to evaluate such conflicts and their ethically appropriate resolutions
• Apply professional ethical theory to resolve controversies within the professions.

IV. Guidelines for Evaluation
   Evaluation procedures are at the discretion of the faculty member teaching the course; however, evaluation will include, but not be limited to, exams, papers, presentations, argument analyses, and quizzes.

V. Course Level Justification
   The course satisfies all the criteria for an upper division course. This course includes knowledge integration of GER Basic College-Level skills (Tier 1).

VI. Topical Course Outline

1) Normative Ethical Theory
   Virtue Theory, Utilitarianism, Deontology, Feminism

2) Professional Ethics
   a) The Nature and Historical Development of the Professions
   b) Models of the Agent-Principal Relationship
   c) Professional Ethics vs. Ordinary Morality
   d) The Normative Foundation of Professional Ethics
   e) The Role of Codes of Ethics in the Professions

3) Ethics in the Workplace
   a) Fair Treatment of Employees
   b) Discrimination
   c) Workplace Hazards and Safety
      i) Cases and Controversies

4) Professional Ethics and Information Technology
   a) Intellectual Property Rights
   b) Freedom of Expression
   c) Computer and Internet Crime

5) Beneficence and Non-malfeasance
   a) The Nature of the Duty
   b) Standards of Care
   c) Values, Safety and Risk Assessment
      i) Cases and Controversies
6) Autonomy
   a) The Nature of the Duty
   b) Professional Paternalism
   c) Veracity, Information and Consent
      i) Cases and Controversies

7) Confidentiality
   a) The Nature of the Duty
   b) Client Privacy
   c) Whistle Blowing
      i) Cases and Controversies

8) Justice: Environmental Ethics
   a) Anthropocentrism vs. Extensionism
   b) Externalities
      i) Cases and Controversies

9) Justice: International Professional Practice
   a) Human Rights
      i) Cases and Controversies

10) Multiculturalism
    a) Applying the Duties in Multicultural Contexts
    b) Conscientious Objection
       i) Cases and Controversies

11) Conflicts of Duty

12) Resolving Conflicts Between Professional Duties
    a) Cases and Controversies

13) Conflicts of Interest
    a) Identifying and Resolving
       i) Cases and Controversies

VII. Selected Textbooks


VIII. Bibliography

Baase, S. *A Gift of Fire: Social, Legal, and Ethical Issues for Computing and the*


In response to a request from the Office of Academic Affairs to the Faculty Senate for a suggested structure and funding for General Education Assessment:

**MOTION:** To recommend formation of a one-year General Education Requirements Assessment Task Force (GER Task Force) to develop an assessment plan for General Education Requirements at UAA, including a chair that is a Faculty Fellow with a half-time workload release. This task force should be funded through the Office of Academic Affairs (OAA) and have administrative assistance provided by OAA. The composition should be of the same nature as the GERC (refer to Faculty Senate Bylaws), but also include the Chair of the Associate of Arts Assessment Committee and a member of the Faculty Senate Academic Assessment Committee. Members of GERC may also serve on the GER Task Force as GER discipline area representatives or unit representatives.

The Task Force should consult with faculty involved in general education as it develops the assessment plan. The Faculty Fellow Chair will lead the development of a General Education Assessment Plan, be the primary investigator/researcher, and serve as a liaison between the Task Force and general education faculty. The assessment plan should specify the mode of leadership (e.g. full-time administrative position, Faculty Fellow, Committee) that will implement the plan and also empower enforcement of the assessment process. The Task Force should consider close alignment with the Associate of Arts degree assessment plan as an option to conserve university resources.

Preferred qualifications for the position of Faculty Fellow include:
- Substantial/significant experience in General Education
- Substantial/significant experience in Institutional Accreditation
- Substantial/significant experience in Curriculum Development
- Substantial/significant experience in Assessment

General education assessment at UAA is challenging because of decentralized general education involving numerous disciplines/programs across all colleges. According to the 2011/2012 UAA Catalog, p. 18, a center serves to coordinate the participation of several academic disciplines or programs in a unified endeavor. The GERC supports formation of a “Center for General Education” that would coordinate GER assessment participation between all stakeholders.